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Normal Education Policy in Mexico

Teacher Training in Mexico

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Abstract

Teacher training colleges in Mexico have historically been the backbone of national education, responsible for preparing teachers committed to social transformation and equity. However, over the past decades, these institutions have suffered from institutional erosion caused by inconsistent public policies, centralized curricular reforms, and the lack of state recognition of their strategic value. This study offers a critical and interpretative analysis of the historical evolution, political decisions, and educational reforms that have weakened teacher training colleges. Through a qualitative, documentary, and analytical approach, it examines the tensions between modernization discourses and pedagogical practices, highlighting the crisis of identity and autonomy faced by these institutions. The research concludes that revitalizing teacher training colleges requires comprehensive policies that promote institutional autonomy, contextualized curricula, educational research, and community engagement. Strengthening them is essential for building an education system rooted in justice, diversity, and humanistic values.

Keywords
Teacher education, Normal schools, Educational reform, Institutional autonomy, Educational policy

Introduction

Terminal education has emerged from its origins as a backbone in the construction of the national education system. These institutions have been responsible for preparing generations of teachers who have sustained basic education in rural, urban, indigenous, and socially disadvantaged settings. However, over time, teacher training colleges have faced significant institutional erosion, caused by inconsistent public policies, technocratic reforms, and a clear lack of a comprehensive vision on the part of the State. This work offers a critical analysis of the decisions that have negatively impacted teacher training colleges, reflects on their role in the country's educational transformation, and proposes alternatives for their strengthening. Each section incorporates a personal perspective that seeks to enrich the debate from a position committed to equity and educational justice.

The historical development of teacher training colleges is deeply linked to the national educational project that Mexico has sought to consolidate since the 19th century. In their first decades, they were conceived as educational spaces with a strong ethical and civic focus, aimed at preparing future teachers who would bring education to the most remote areas of the country. Rural teacher training colleges, in particular, were born with a clear social vocation: to train teachers committed to rural and indigenous communities. Over time, however, this mission has become blurred, and teacher training colleges have been displaced within state priorities. This change has not been fortuitous, but rather the result of political decisions that have privileged educational models more responsive to the market than to social needs.

Beginning in the 1990s, teacher training colleges began to be subject to reforms that, far from consolidating them, have contributed to their structural weakening. Educational decentralization, promoted by the National Agreement for the Modernization of Basic Education, transferred responsibility for teacher training colleges to state governments, without granting them legal autonomy or financial capacity. Although this measure was presented as a path toward democratization, in practice it generated institutional fragmentation that hindered the development of coherent policies to strengthen teacher training. Furthermore, the assignment of teacher training colleges to the Undersecretariat of Higher Education placed them in unequal competition with universities, based on academic criteria that do not align with their pedagogical nature. This situation has led to an identity crisis that remains unresolved.

Another factor that has contributed to the deterioration of teacher training colleges is the imposition of decontextualized curricular reforms. Curricula have been designed from a centralist perspective, without considering the country's cultural, linguistic, and social diversity. This has led to teacher training disconnected from the realities of schooling, especially in indigenous and rural regions. The elimination of core subjects such as philosophy of education, history of pedagogy, and educational psychology has impoverished the theoretical training of future teachers, favoring an instrumental view of teaching. This trend responds to a logic of efficiency and results, which distorts the humanistic and transformative meaning of education.

In this context, it is urgent to rethink the role of teacher training colleges in the Mexican education system. It is not just a matter of improving their infrastructure or updating their curricula, but of recognizing their strategic value as spaces for critical, ethical, and committed training for social transformation. Teacher training colleges must be strengthened as autonomous institutions, capable of building their own educational projects, linked to the needs of their communities. This requires a comprehensive educational policy that begins with the recognition of diversity and promotes the active participation of teachers, students, and communities in defining their direction. Vindicating teacher training colleges is, ultimately, a commitment to an education with meaning, roots, and a future..

The Origin of Teacher Training Schools: Social Vocation and National Commitment

Teacher training schools emerged in response to the need to professionalize teaching and consolidate a national educational project. In their first decades, they were spaces for ethical, pedagogical, and political training, where the social commitment of teachers was fostered. Rural teacher training schools, in particular, became bastions of struggle for equity and social justice. It seems to me that the origin of teacher training schools reflects a profoundly humanistic vocation that is at risk of disappearing today. Recovering these roots is essential to understanding that teacher training cannot be reduced to technical skills, but must be a commitment to social transformation.

On the other hand, institutional deterioration emerges as an opponent, presenting marginalization and precariousness, which has accelerated the deterioration of teacher training schools. This has intensified since the 1990s, when educational decentralization left these institutions without legal autonomy or federalization of the teaching staff, and the imposition of decontextualized curricular reforms weakened their training capacity. As a teacher, I'm concerned that the abandonment of the teacher training colleges isn't just a budgetary issue; the idea of their demise is being considered. The State has stopped recognizing their strategic value, and this translates into a loss of institutional identity. As a society, we have normalized the deterioration of spaces that should be priorities. We believe that updating is necessary in educational reforms and in acquiring new curricula for teacher training is essential. These reforms have been present in educational reforms implemented in recent decades, which have imposed a logic of standardized assessment that distorts teacher training. The 2013 reform, for example, turned teachers into technical operators, ignoring the ethical, cultural, and political dimensions of their work. Teacher training colleges have had to adapt their curricula to respond to exams, rather than training critical professionals. I believe the reforms have confused quality with oversight. Assessment is not synonymous with improvement, and standardization does not guarantee equity. Teacher training colleges need the freedom to build their own training models, based on the context and pedagogical dialogue.

Type of Research

This research is framed within a qualitative, analytical-interpretative approach, supported by documentary review and critical analysis of historical, regulatory, and pedagogical sources. It is classified as descriptive-analytical and documentary research, as it examines academic texts, legislation, and educational policy documents with the aim of identifying the factors that have influenced the transformation and crisis of normal education in Mexico.

Additionally, the study adopts a critical-social paradigm, as it seeks not only to describe reality but also to understand it in its complexity and to propose alternatives for institutional action and improvement. This approach allows teacher education to be interpreted as a historical, political, and cultural phenomenon, acknowledging the tensions between educational modernization discourses and the actual pedagogical practices in normal schools.

Dependent Variable (DV):

Teacher education in Mexico's normal schools

Explanation: This is the variable that the study seeks to analyze and understand, as it depends on historical, political, regulatory, and pedagogical factors that have influenced its transformation, crisis, and renewal. It includes aspects such as teacher professional identity, institutional autonomy, and the educational quality of these institutions.

Independent Variable (IV):

Factors influencing normal education, which include:

Public policies and educational reforms: state decisions, laws, guidelines, and curricular reforms that affect normal education.

State management models: the administrative and academic approaches that regulate and supervise normal schools.

Historical, social, and cultural context: social, cultural, and linguistic conditions that influence the development of teacher education.

Reforms in Teacher Education in Latin America

Reforms in teacher education in Latin America over the past four decades can be analyzed through the tension between the higher education agenda and the specific agenda of teacher training, as well as their implications for the professional identity of teacher educators, institutional functions, and educational policies.

Historical trajectory of teacher education reforms

Since the 1970s, Latin American countries have undertaken a series of structural reforms in their teacher education systems, aiming to professionalize the teaching career, improve educational quality, and respond to emerging social and economic demands. These reforms have gone through various stages, each with specific emphases. In the early years, efforts focused on extending the duration of curricula, aligning primary teacher training with secondary teacher education, and promoting the elevation of teacher education to the higher education level, which required profound institutional restructuring. New admission requirements, public competitions, and teacher performance evaluation mechanisms were introduced to ensure more rigorous and transparent standards.

During the 1980s and 1990s, the focus shifted to curricular updating, renewing content and pedagogical approaches, and reorganizing teacher education institutions. Teacher training acquired an instrumental character, centered on large-scale courses aimed at disseminating curricular reforms and new forms of institutional management. During this period, educational decentralization was also consolidated, operating at various levels—fiscal, political, and administrative—and its impact varied by country. While in some cases it allowed for greater local autonomy, in others it deepened inequalities, as in Chile, where regional gaps in educational quality significantly widened.

Since 2000, reforms have become more complex and multidimensional. Merit-based systems for teaching careers were introduced, linking continuous training with performance evaluation, generating tensions and resistance within the educational field. National programs for continuous teacher education with broader coverage were implemented, focusing on pedagogical mentoring and peer tutor training, especially for novice, rural, or intercultural teachers. Additionally, postgraduate programs, diplomas, and supplementary curricular cycles were promoted in response to the growing demand for professionalization and the challenges posed by teaching in increasingly complex and diverse educational settings

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Impact of reforms on teacher educators and institutions

One of the most significant contributions of the analysis is highlighting the role of teacher educators, a group traditionally overlooked in educational policies and academic research. These professionals, who in many cases have higher academic qualifications than basic education teachers, face multiple tensions when entering higher education. They often lack specific preparation to assume the new roles required of them, leading to conflicts with academic cultures and institutional expectations. The professional identity of teacher educators differs substantially from that of classroom teachers, as it demands competencies in pedagogical mediation, metacognition, reflective analysis, and knowledge production.

However, in the region, there are no sustained policies or specific continuous training opportunities for teacher educators, who are considered a group with particular needs. Research within teacher education institutions is conducted with limited resources, without institutional time allocation or clear strategies, restricting its impact on improving educational practices. Many educators engage in research voluntarily, motivated by a desire to systematize their knowledge and contribute to professional development, but without the necessary support from the educational system.

Challenges and tensions between the higher education agenda and the teacher education agenda

Teacher education institutions find themselves at a crossroads, caught between two agendas that generate structural tensions. On one hand, the higher education agenda demands research, internationalization, accreditation, scientific production, and elevated academic standards. On the other hand, the specific teacher education agenda focuses on constructing pedagogical knowledge, connecting with school practices, situated learning, and reflective mentoring. This tension forces institutions to simultaneously respond to demands that are often contradictory. Pressure to adapt to traditional university models emphasizing research and academic output can blur the fundamental purposes of teacher education, which require close connections with schools, local contexts, and the real needs of the educational system. Moreover, the

massification of higher education enrollment coexists with low graduation rates and persistent inequalities in access, posing new challenges for teacher education policies.
In this scenario, it becomes urgent to rethink teacher education policies from an integrated perspective, articulating both agendas without sacrificing the specificity of the pedagogical field. It is necessary to define what type of research should be conducted in teacher education institutions, how to link it to the improvement of school practices, and which knowledge areas should be prioritized to strengthen the professional identity of teacher educators. It is also essential to establish study lines and research areas that allow effective knowledge transfer, aimed at strengthening teacher education institutions and improving educational quality.

Institutional evolution and crisis

Since the 1990s, reforms arising from the National Agreement for the Modernization of Basic Education (ANMEB) led to decentralization, which in practice weakened the structure of teacher colleges. The transfer of their administration to state governments was carried out without granting legal autonomy or sufficient funding, resulting in institutional fragmentation that hindered the consolidation of coherent teacher education policies. Additionally, their attachment to the Undersecretary of Higher Education placed them at a disadvantage compared to universities, subordinating their pedagogical essence to academic criteria foreign to their formative nature.
Curricular reforms imposed from a centralist perspective deepened this crisis by ignoring the country's cultural and linguistic diversity. The elimination of key subjects such as Philosophy of Education, History of Pedagogy, or Educational Psychology weakened the theoretical foundation of future teachers, generating an instrumental focus that prioritizes efficiency over critical reflection. This technocratic paradigm reduces education to measurable outcomes, displacing its ethical and humanistic meaning.

The role of the state: between neglect and advocacy

The Mexican state has historically oscillated between neglect and partial attempts to rescue teacher education. The National Strategy for the Improvement of Teacher Colleges (2019) represented a limited advance, failing to achieve deep structural transformations. The lack of autonomy, resources, and a comprehensive educational policy continues to restrict their development. Nevertheless, teacher colleges—rural, indigenous, and intercultural—have demonstrated exemplary resilience, maintaining a community-oriented and critical pedagogy focused on defending educational rights.
Consolidating their transformation requires a policy based on six fundamental pillars: institutional autonomy, contextualized curriculum, critical teacher education, community engagement, fair funding, and revaluation of the teaching profession. These pillars are not utopian ideals but minimum conditions to guarantee education with social relevance and an emancipatory purpose.

Teacher training in Mexico: forgotten in time, and its current renewal

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policies. [1] Similarly, Didriksson (2012) mentions that from the perspective of these resolutions, during the last decade at least twenty academic, institutional, and legislative reforms (some of them national in scope) have been carried out. These reforms have, in one way or another, influenced—and continue to influence—the shaping of a new discussion agenda among universities, ministries, and departments of higher education. In summary, these reforms encompass five crucial organizational components related to the substantive functions of universities and higher education institutions.

These components are:

I. Promotion of policies

The promotion of policies aimed at achieving broader social coverage to reduce inequality gaps in access and school retention, integrating historically marginalized sectors through support and compensatory programs. This also includes strengthening economic incentives that encourage continuity in higher education studies, whether through extensive scholarship systems, educational loans, or the creation of new training institutions.

To this end, the *Benito Juárez Scholarship Program* provides coverage at various educational levels. The *National Coordination of Scholarships for the Well-being Benito Juárez*, a decentralized administrative body of the Secretariat of Public Education, aims to strengthen inclusive, equitable, and quality education so that new generations have the opportunity to develop their abilities and improve their living conditions. The goal is for education to cease being a privilege of a few and become an effective right for all children and young people. The National Coordination of Scholarships offers different types of support: the *Well-being Scholarship for Families in Basic Education*, the *Benito Juárez Scholarship* for upper secondary students, and the *Young People Writing the Future Scholarship* for higher education. Scholarships in Mexico represent an invaluable opportunity for thousands of young people. Whether through government support or financial institutions, it is possible to find a scholarship suitable for each student. It is important to stay informed, prepare the required documentation, and follow the instructions carefully in order to succeed in the application process.

II. Important Institutions That Have Addressed the Issue:

[2] In this regard, CONEVAL (2024) states that since 2019, the Federal Government has implemented the *Basic Education Scholarship Program for the Well-being Benito Juárez* at the initial, preschool, primary, and secondary levels, with the objective of promoting school attendance and completion among children and adolescents (NNA) enrolled in public schools under the formal education system.

This program also reflects a transformation in the paradigm of educational policy by emphasizing the role of *unconditional cash transfers* as a tool to address school dropout and the lack of completion of studies among children and adolescents. In other words, it provides scholarships that do not depend on students' regular attendance or academic performance.This initiative seeks to ensure that children and adolescents at the initial, preschool, primary, and secondary levels remain in school and complete their studies, without their permanence being conditioned by academic results or attendance. This approach of unconditional cash transfers promotes a more inclusive vision, centered on social justice and the recognition of structural conditions that hinder educational continuity. Furthermore, it strengthens the State's shared responsibility in combating educational lag by providing direct support to families with the greatest economic needs.

III. In the Curricular Sphere

Through the development of new undergraduate degrees and academic programs, the training and professional development of teachers, along with the improvement of educational and cultural infrastructure, efforts have been made to raise the quality of learning and respond to the current demands of the educational and social context. For this reason, the focus of basic education has shifted through the new curricula and study programs introduced by the *New Mexican School (NEM)*, which has faced significant

criticism regarding the content of its textbooks—many argue that they do not meet academic standards. However, the NEM's objectives are centered on the following:

According to the *Secretariat of Public Education (SEP, 2019)*, it is necessary to transform the educational system to make it more inclusive, equitable, humanistic, and oriented toward the integral development of students. Among its main purposes, the NEM seeks to foster deep knowledge of the diverse cultures that exist in Mexico, to build relationships with them based on equity and dialogue, and to promote mutual understanding. This approach encourages students to broaden their perspectives, providing them with options and choices in all areas, and motivating them to build higher-quality life projects. Individuals educated from an intercultural perspective possess knowledge and experience in the exchange of ideas and empathy; they do not feel threatened by differences they encounter in others and demonstrate greater capacities for understanding and adaptability.

Humanistic Research

Humanistic research is an approach that focuses on a deep understanding of the human being, their experiences, culture, and social context. Unlike strictly quantitative methods, it seeks to interpret meanings, values, emotions, and human actions from a holistic perspective. This type of research relies on reflection, dialogue, and interpretation to understand how people construct their reality and give meaning to their existence. Its purpose is not only to explain phenomena but to understand the human being in their complexity, dignity, and potential for personal and social transformation. [4] *COEPES (2024)* emphasizes the importance of promoting research in areas related to philosophy, ethics, and culture within the academic environment. This would foster the development of knowledge that supports and promotes humanistic values in society. By integrating the humanistic approach into higher education, it contributes to the formation of professionals who not only possess technical skills but are also conscious, ethical citizens committed to building a more just and compassionate society.

IV. Investment in Emerging Technologies Applied to University Teaching

This includes the expansion of internet access and the widespread use of digital tools to create virtual learning environments; it also promotes the offering of online courses and programs, as well as the formation of specialized teams that critically analyze the impact and management of technological resources in higher education. For this reason, efforts have been made—at least at the basic education level—to achieve educational goals through digital platforms aligned with the objectives of basic education. Among these, the *Sofía XT* national platform has been implemented as a tool and support resource for teachers. [5] *Pardo et al. (2011)* state that the creation and subsequent use of this platform aim to develop students' cognitive abilities through the exercise and practice of various mathematical concepts and skills, to foster collaborative learning by building learning communities, and to reduce anxiety toward mathematics through the gamification of the learning environment created via its interface.

VI. With the Emergence of New Social Actors

Particularly the student movement, which questions and opposes the former trend toward the privatization and commercialization of higher education—a trend that increased admission and tuition fees based on market criteria, reduced the State's role in guaranteeing education as a public good, and widened social inequalities in access to quality university education.

[7] *López (2020)* states that, at present, student movements have become an important force seeking to generate social change and transformation. These movements are led by young people who strive to assert their rights, fighting for quality education, equal opportunities, and a more just society. In this article, the author explores in detail what a student movement is, its importance in society, the factors that drive it, its characteristics, and its impact on social transformation.

Role of Teacher Educators

One of the most significant contributions of the analysis is the emphasis on the role of teacher educators—a group traditionally overlooked in educational policies and academic research. These professionals, who in many cases possess higher levels of academic training than basic education teachers, face multiple challenges upon entering higher education. They often lack specific preparation to assume the new roles required of them, which creates conflicts with academic cultures and institutional expectations.

The professional identity of teacher educators differs substantially from that of classroom teachers, as it requires competencies in pedagogical mediation, metacognition, reflective analysis, and knowledge production. Opportunities have been created to facilitate professional development for teachers, as mentioned by [9] *Estrada (2019),* who asserts that in 1995 the *National Program for the Ongoing Professional Development of In-Service Basic Education Teachers* was established with the ultimate goal of supporting continuous training—particularly in subject mastery, the understanding of new pedagogical approaches proposed by educational reforms, and the design of teaching activities—although it did not address the recruitment or profile of those who would serve as advisors, facilitators, or trainers of in-service teachers. However, in the region, there are no sustained policies or specific opportunities for the continuous training of teacher educators, who are considered a group with particular needs. Research within teacher education institutions is conducted with limited resources, without institutional time allocation or clear strategies, which restricts its impact on improving educational practices. Many educators engage in research voluntarily, motivated by the desire to systematize their knowledge and contribute to professional development, yet they do so without the necessary support from the educational system.

Reaffirmation of the State's Role Toward Teachers

The Mexican State has oscillated between neglect and attempts to revitalize normal schools (teacher training colleges). The National Strategy for the Improvement of Teacher Training Colleges, launched in 2019, was an important but insufficient step. Tensions persist between official discourse and bureaucratic practice, and no structural transformation has yet been achieved. It seems that the State has been timid in its commitment to normal schools. Recognizing their importance is not enough; a decisive educational policy is needed—one that provides resources, autonomy, and real participation from the Normal school graduate communities, which are emerging as spaces of resistance and pedagogical innovation despite ongoing neglect.

The normal schools have endured in all their forms—rural, Indigenous, and intercultural—as institutions that have developed their own pedagogies, rooted in the community and territory, creating spaces for critical formation in defense of educational rights and the construction of emancipatory projects. [10] Perspective and Vision, SEP (2019) defines that normal schools must have the necessary tools to fully accomplish their mission, taking as reference the three fundamental elements of the knowledge-building process: students, teachers, and educational institutions. This reflects the vision of the President of the Republic, Lic. Andrés Manuel López Obrador, and the national project of the Fourth Transformation, which has reaffirmed the historical role of teacher training colleges in Mexico.

I deeply admire the capacity of normal schools to reinvent themselves in the face of adversity. They are an example that education can be an act of resistance, and that pedagogy is not built in offices but through dialogue with reality. In this sense, achieving the emancipatory consolidation and transformation of teacher training colleges is essential through a comprehensive educational policy based on the following pillars: institutional autonomy, contextualized curricula, critical teacher education, community engagement, fair funding, and revaluation of the teaching profession. These proposals are not utopian—they are urgent needs. If the State truly seeks to transform education, it must begin by dignifying those who sustain it: the teachers trained in normal schools , institutions that emerged from the real needs of Mexico's diverse contexts. Therefore, context and multiculturalism are among the greatest challenges faced by **normal schools**. The gap between national curricular guidelines and local needs is evident. The imposition of homogeneous curricula has rendered invisible the sociocultural realities of the communities where these schools operate. For example, a school founded in an Indigenous region should incorporate Indigenous languages, community-based pedagogies, and ancestral knowledge into its curriculum. However, the national curricular framework limits such flexibility, resulting in education disconnected from its surroundings. This

contradiction exposes a centralized educational policy that fails to recognize diversity as an educational value. As Espinoza et al. (2020) note, the importance of introducing interculturality in education presents both challenges and opportunities. One of the most evident challenges is the need to reformulate educational curricula to authentically reflect cultural diversity, which **requires overcoming monocultural perspectives that have long dominated many classrooms and giving space to** the voices and perspectives of all cultures present within the educational community. Furthermore, solid teacher training is essential to prepare educators to handle intercultural situations with sensitivity and respect, thereby fostering an inclusive learning environment.

The Lack of Interest in the Professionalization of Normal Schools

their historical importance, normal schools have been systematically rendered invisible in public discourse. The media rarely address their situation, and educational policies tend to focus on other levels of the system. This invisibility contributes to the social discredit of normal schools and hinders the construction of a collective narrative that values their contribution. Furthermore, the lack of representation in decision-making spaces prevents the voices of normal schools from influencing the definition of educational policies.

I believe it is urgent to construct a public narrative that reclaims the value of normal schools. We cannot continue ignoring the institutions that train the educators who sustain basic education. Invisibility is a form of exclusion, and breaking that silence is a political act—although some have suggested raising their academic status [12]. DOF (1984). Through the agreement published on March 23, 1984, Normal Education at its initial level, in any of its types and specialties, was elevated to the academic degree of bachelor's level. As higher education institutions, normal schools were established to carry out not only teaching activities but also educational research and cultural dissemination. To fulfill these purposes, the curricula and programs offered in these institutions were transformed, considering, among other aspects, the completion of high school studies as a prerequisite and the specific characteristics of certain schools.

Teacher education is not only a technical process but also a deeply ethical and political one. Teacher trainers do not merely teach content—they build relationships, mediate conflicts, promote values, and accompany life processes. However, educational policies have reduced teacher training to measurable competencies, ignoring the human dimension of teaching. This instrumental view limits the capacity of normal schools to train professionals committed to social transformation. Moreover, I believe that training teachers involves developing ethical individuals capable of critical thinking and responsible action. Pedagogy cannot be neutral, because educating is taking a stance in the world. Normal schools must recover this ethical dimension as the core of their formative project. [13]. According to Dewey (1998), cited in Dueñas Cruz et al. (2017), the formation of a reflective teacher involves cultivating certain attitudes: responsibility, honesty, open-mindedness, and enthusiasm. The challenge lies in identifying these attitudes embedded in reflective thinking and nurturing them for the benefit of a more complete teaching practice. One possible approach to improve teaching practice could be through action research, a methodology that has attracted the interest of several authors.

Another Neglected Aspect in Normal Schools Is Educational Research

Although many normal schools carry out valuable work, they often lack the resources or institutional recognition necessary to consolidate research lines. This limitation hinders their ability to generate their own pedagogical knowledge and to influence the national educational debate. Research should be a central component of teacher education—not only as an academic requirement but as a tool to understand and transform the school reality. In Colombia, this type of training has been taken seriously. [14]. Rodríguez et al. (2018) explain that research is understood as a benchmark of quality in two dimensions. The first is related to initial teacher education, since research training creates the conditions for students to engage in critical reflection about their own being and practice—to learn to observe, analyze, and understand what they do through their pedagogical experience—thus fostering a culture of research. The second dimension concerns the institution itself, through the development of research lines and projects that allow it to

understand its organization and the roles of its members, to question its training proposals, to develop pedagogical alternatives, and to carry out the necessary evaluation processes to ensure the quality of its services. For this reason, the government, concerned with improving education, has decided to launch a new educational revolution and has implemented reforms such as the following: [15]. DOF (2022). Agreement No. 16/08/22 establishing the Study Plans and Programs for Bachelor's Degrees in the Training of Teachers for Basic Education. It stipulates that the study plans and programs of Normal Schools must respond both to the need for professionals capable of achieving educational excellence and to the contextual conditions required to prepare teachers committed to their communities.

o conclude, it is important to emphasize that promoting research in normal schools and fostering a reflective pedagogy is essential. Teachers must become researchers of their own practice, capable of problematizing what happens in the classroom and proposing solutions. Research is not a luxury; it is a formative necessity. Normal schools are pedagogical laboratories—historically, they have been spaces for teaching practice—but their potential as true pedagogical laboratories has been underutilized. Instead of functioning as centers of innovation, many operate merely as sites of observation. Revaluing normal schools means transforming them into centers of experimentation, where pedagogical projects are developed, teaching strategies are evaluated, and theory is meaningfully connected to practice.This transformation requires real coordination between normal schools and basic education schools, founded on dialogue and collaboration. In this sense, I believe that normal schools can become the heart of teacher education—if they are granted the place and recognition they truly deserve. It is not enough to send students out for internships; we must build pedagogical communities where learning occurs through doing, reflecting, and transforming.

Conclusion.

The trajectory of teacher education reforms in Latin America over the last four decades reflects a complex interplay between structural modernization, professionalization, and the persistent challenges of contextual implementation. While significant progress has been made in standardizing qualifications, extending curricula, and promoting the elevation of teacher education to the higher education level, these reforms have frequently exposed institutional weaknesses, inequities, and the tension between global higher education imperatives and the localized, pedagogically oriented objectives of teacher training. The historical evolution underscores the gradual shift from initial structural adjustments toward multidimensional approaches that emphasize continuous professional development, pedagogical innovation, and context-sensitive strategies.

Their professional identity, distinct from that of classroom teachers, requires advanced competencies in pedagogical mediation, reflective analysis, metacognitive practice, and knowledge production. Despite their critical role, these professionals often encounter limited institutional support, insufficient resources, and a lack of coherent policies to guide their development. This misalignment highlights the persistent gap between policy frameworks and practical realities, signaling the need for sustained and targeted investment in the professionalization of teacher educators. The structural tension between the higher education agenda and the specific mandates of teacher education remains a key challenge. Universities increasingly emphasize research output, accreditation, and internationalization, while teacher education institutions must prioritize close engagement with schools, localized pedagogical practices, and reflective mentorship. Addressing this duality is essential to safeguard the specificity and integrity of teacher education programs, ensuring that reforms translate into tangible improvements in teaching quality and educational outcomes.

Future policy initiatives should adopt an integrative framework that articulates research, pedagogy, and community engagement, fostering a coherent and contextually relevant approach to teacher preparation. Strategic priorities must include defining targeted research agendas, strengthening institutional capacity, expanding equitable access to continuous professional development, and promoting mechanisms for the systematic transfer of knowledge from research to practice. By addressing these priorities, Latin American countries can advance toward a teacher education system that is academically rigorous, socially responsive, and capable of sustaining high-quality, inclusive, and equitable educational provision across diverse regional contexts.

Ultimately, consolidating such a system requires not only structural and curricular reforms but also a revaluation of the teaching profession itself. Elevating the status, autonomy, and professional recognition of teacher educators is imperative to cultivate a culture of pedagogical excellence, reflective practice, and ethical commitment. Through sustained policy coherence, institutional support, and community-oriented engagement, the potential exists to transform teacher education into a catalyst for educational quality, social equity, and democratic citizenship throughout the region.

ABBREVIATIONS
COEPES: State Commission for the Planning of Higher Education
CPEUM: Political Constitution of the United Mexican States
CONEVAL: National Council for the Evaluation of Social Development Policy
DOF: Official Journal of the Federation
NNA: Boys, Girls, and Adolescents
SEN: National Education System
SEP: Ministry of Public Education

Conflicts of Interest

I am pleased to submit my manuscript entitled "[**Teacher Training in Mexico: Forgotten in Time, and Its Current Renewal**]" for your consideration for publication in [Science Publishing Group]. The paper presents [The paper analyzes the current situation of **teacher training colleges in Mexico**, highlighting their **historical neglect, the lack of professionalization policies, and the need to strengthen educational research** to revalue teacher education].the focus or contribution of your article in one or twolines, e.g., "a critical analysis of teacher education policies in Mexico and their impact on institutional autonomy and professional identity

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